

# 4 –5 Literacy Assessments

## Guidelines and Directions



Randolph County School System

2015-2016

## **Directions for Completing 4-5 Literacy Assessments**

### **Reading Benchmark**

- All students in grades 4-5 will be assessed at BOY and EOY using the Fountas and Pinnell Benchmark Assessment System (or Reading 3D TRC – if purchased for 4/5). Students who are below grade level will need to be re-assessed midyear for reading text level.
- Initial assessments should be completed by September 18th.
- Use the Harcourt Rigby TRC Cutpoints for K-5 reading proficiency levels.

### **Benchmark Assessment Directions**

- Using the Fountas and Pinnell Benchmark Assessment System, administer running records and the comprehension conversation. **In addition, all students will complete the Writing about Reading Assessment for each level.**
- The purpose of benchmark testing is to find a student's instructional and/or independent reading level. Stop testing when you have reached the student's frustration level. For additional guidance, refer to page 47 in the Benchmark Assessment System 2 Teacher Guide. For students reading below level L, refer to page 45 of Benchmark Assessment System 1 teacher guide.
- Please record the student's **instructional** reading level on any data collection sheet, assessment wall or when reporting to parents.

### **Writing about Reading Assessment**

- See page 37-38 of the Benchmark Assessment System 2 Teacher Guide for instructions and directions.

### **Additional Benchmark Assessment Notes**

- The reading assessment should be administered by a certified teacher; classified staff should not do reading assessments. Ideally, the teacher that provides the reading instruction for the student would administer the assessment. However, in some situations, such as when one teacher at the grade level teaches all the reading, this may not be realistic.
- Assessment should be 1:1. The teacher should listen to each student read in order to assess decoding, fluency, and comprehension.
- Computerized assessments may be used to provide information about a starting point for a 1:1 assessment and to provide additional information, but should not be used to generate a reading level.

## **Elementary Spelling Inventory**

Administer the entire Elementary Spelling Inventory (see directions) in September and May. Fill out the feature guide for each student and the classroom composite to determine instructional needs.

### **Directions for Administering the Elementary Spelling Inventory**

This test is designed to assess the word knowledge elementary students have to bring to the tasks of reading and spelling. These words are ordered in terms of their relative difficulty for children in grades 3 to MS. For this reason you need only call out the words which sample features your children are likely to master during the year. However, do call out enough words to give you a sense of the range of ability in your class. Students are not to study these words. That would invalidate the purpose of this inventory, which is to find out what they truly know.

- For 3rd grade use at least 20 words.
- Use the entire elementary spelling inventory for grades 4 and up.

**You should also call out additional words for children who are spelling most of the words correctly at any level. A general rule of thumb is to call out words until a student misspells at least 5 words.**

Testing. Call the words below as you would for any test. Use them in a sentence to be sure your children know the exact word. Assure your students that this is not for a grade but to help you plan better for their needs. Seat the children to minimize copying or test the children in small groups .

Scoring the test. To begin with, mark each word right or wrong for a raw score, or number of words correct. Put the papers in order from the lowest raw score to the highest raw score. Look over the children's errors and see if you can see spelling features that most of your students have under control and spelling features that need to be taught.

### **Directions for Evaluating the Elementary Spelling Inventory**

Individual Feature Analysis. Copy an *Elementary Spelling Inventory (ESI) Feature Guide* form for each child. Score each word by features, putting a check beside any feature spelled correctly. For example, a student who spells *float* as FLOT would get a check beside the f (for the initial consonant), the t (for the final consonant) and the fl (for the blend) but not beside the oa (under long vowel) because the A is missing. Note that some words are scored for some features and not others and the number of possible errors varies by words.

Adding up errors and analyzing individual results. Add the number of correct responses under each feature and record in the last row. (You can give students an extra point for spelling the word

correct if you would like) Then add all the numbers across the bottom for a total point score. Look down each feature column to determine the needs of individual students. For example, a child who spells 4 of the 5 short vowels can be considered in pretty good shape, although some review work might be in order. A child who scores only 2 or 3 of the 5 short vowels needs work on that feature. Features to the left should be mastered before teaching features to the right.

Class composite sheets. Make a copy of the *ESI Classroom Composite*.

Put the *Error Analysis Forms* in order based on the total points score. Now transfer the score for each feature from each child's form to the class composite sheet. You can get a sense of your group's needs as a whole and to form groups for instruction. Count the number of children under each feature that *make more than one error* and record the number at the bottom. If a child missed all the words under a feature it is probably beyond their instructional range and earlier features need to be addressed first.

Note: This process may seem time consuming at first but need only be done twice a year. After going through this process of analyzing the inventory errors of your students you will become better at analyzing the errors they make in their daily writing and on weekly spelling tests as a way to think about the features students need to study.

## Sentences for Elementary Spelling Inventory

1. bed	I hopped out of bed this morning.	bed
2. ship	The ship sailed around the island.	ship
3. when	When will you come back?	when
4. lump	He had a lump on his head after he fell.	lump
5. float	I can float on the water with my new raft.	float
6. train	I rode the train to the next town.	train
7. place	I found a new place to put my books.	place
8. drive	I learned to drive a car.	drive
9. bright	The light is very bright.	bright
10. shopping	She went shopping for new shoes.	shopping
11. spoil	The food will spoil if it is not kept cool.	spoil
12. serving	The restaurant is serving dinner tonight.	serving
13. chewed	The dog chewed up my favorite sweater yesterday.	chewed
14. carries	She carries apples in her basket.	carries
15. marched	We marched in the parade.	marched
16. shower	The shower in the bathroom was very hot.	shower
17. bottle	The bottle broke into pieces on the tile floor.	bottle
18. favor	He did his brother a favor by taking out the trash.	favor
19. ripen	The fruit will ripen over the next few days.	ripen
20. cellar	I went down to the cellar for the can of paint.	cellar
21. pleasure	It was a pleasure to listen to the choir sing.	pleasure
22. fortunate	It was fortunate that the driver had snow tires.	fortunate
23. confident	I am confident that we can win the game.	confident
24. civilize	They wanted to civilize the forest people.	civilize
25. opposition	The coach said the opposition would be tough.	opposition

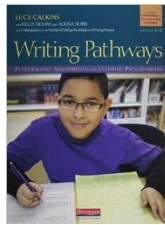
## Writing Sample Directions

### Baseline Sample:

- Within the first two weeks of school, 4-5 teachers will collect an unassisted **narrative** writing sample from each student. This sample should be used to guide the teacher's instruction in writing.
- Follow directions for collecting the baseline writing sample.
- This assessment is untimed.

### Opinion, Informative and Narrative Prompts:

- Each prompt (opinion, informative and narrative) will be scored using the appropriate rubric from Writing Pathways (Calkins) for that type of writing



and for that grade level.

- It is highly recommended that teachers score the writing prompts as a grade level team.
- Each prompt will be collected and scored by the date indicated on the 3-5 Writing Pacing and Assessment timeline.
- Student scores will be recorded on a spreadsheet (supplied by the K-5 Department) and submitted to the lead teacher by each date indicated on the 3-5 Writing Pacing and Assessments timeline.
- Each prompt needs to be kept for the duration of the school year in the student's classroom folder.

## **4<sup>th</sup> and 5<sup>th</sup> Grade Baseline Writing Sample Directions**

### Teacher Preparation Prior to the Assessment

1. Get your meeting area ready.
2. Prepare read aloud.
3. Make a “Good Writers” chart on chart paper. (see attached)
4. Write and make an overhead of your rough draft.

### Day 1: Frontloading the Assessment/Pre-Writing

- Gather students at your meeting area and read a picture book to spark student’s memories for writing. Here are some suggestions:
  - Saturdays and Teacakes by Lester Laminack (typically grade 4)
  - Wilford Gordon McDonald Partridge by Mem Fox
  - The Relatives Came by Cynthia Rylant
  - The Keeping Quilt by Patricia Polacco
  - The Memory String by Eve Bunting
  - Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
  - Aunt Flossie’s Hats by Elizabeth Fitzgerald Howard
  - The Storm Book by Charlotte Zolotow
  - In My Momma’s Kitchen by Jerdine Nolen
  - We Had a Picnic This Sunday Past by Jacqueline Woodson
  - Henry and Mudge (selected stories) by Cynthia Rylant
- After reading, have students generate a list of possible story ideas for writing. Give a few examples of your own: catching lightning bugs on a summer night, a specific time with a friend. You may help students generate a topic for writing by brief questioning. For example, if a student seems to be stuck, ask them about something they like to do or about something specific they did over the summer.
- Post the “Good Writers” chart. Tell them they should write a story about one of their ideas. Their writing should have a beginning, middle, and end, using good detail and just-right words. They also should use their best grammar, spelling and capitalization/end punctuation to make the reading easy.
- In a 10-12 minute mini-lesson, show students how you choose one small moment from your list to write about. Let students observe your thought process as you decide which small moment would be best. Think aloud to help students understand they should write about the moment they know the most about. Explain that after you chose your topic, you wrote the small moment in a rough draft. Share your rough draft (already written) on the SMARTboard, document camera or chart paper.

- Have students turn and talk to their partner about which topic they should write about and why.
- Students should then write their rough draft. Remind them to refer to the “Good Writers” chart while writing. **Do not assist students in any way on their rough drafts.**

Day 2: Editing and Revising

- Gather students at your meeting area. Refer to the “Good Writers” chart and tell students to observe how you use the chart to help you revise and edit your rough draft. In a 10-12 minute mini-lesson, think aloud how you reread and decide if you need to add or take anything away. Then model how you reread to edit by correcting any grammatical errors, fixing spelling errors, inserting missing words or correcting capitalization/punctuation.
- Send students to their seats to revise and edit their drafts. **Do not assist students in any way as they revise and edit.**

### Good Writers Chart

Good Writers:

- ☐ Focus on a specific moment or event.
- ☐ Write a beginning, middle and end.
- ☐ Use good details to elaborate the moment or event.
- ☐ Use “just-right” words to describe what is happening.
- ☐ Use correct grammar, spelling, end punctuation, and capitalization.